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AUTHOR Stolworthy, Reed L.
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ABSTRACT

A study was conducted to determine effective methods of evaluation for assessing the adequacy of teacher preparation provided by the graduate programs of Washburn University (Kansas). Data were received from the graduates relating to the adequacy and quality of the teachers' preparation as viewed from their perception as professionals on the job. Information was also obtained concerning the primary reason for selecting their graduate degree program and problems encountered while pursuing the graduate degree plan. Graduates from three programs were studied: reading; classroom teaching/curriculum and instruction; and administration. This paper presents the questionnaire, letters to the graduates, and followup letters. (CB)

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WASHBURN UNIVERSITY

EVALUATION OF GRADUATE PROGRAMS
1983-84

SUBMITTED BY

REED L. STOLWORTHY
Associate Professor

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SP 026 606

EVALUATION OF GRADUATE PROGRAMS
1983-84

Introduction

This follow-up study of the three graduate programs (1) Reading, (2) Classroom Teaching/Curriculum and Instruction, and (3) Adminstration included the total number of graduates at Washburn University from the Summer of 1983 through the Spring of 1984. The total number of graduates from the above programs were 26, with 12 graduates in Administration, 10 in Reading, and 4 in Classroom Teaching/Curriculum and Instruction. All graduates were asked by letter to respond to the anonymous questionnaire. Ten questionnaires were returned out of 25 graduates that could be located, thus establishing a 40 percent rate of response.

Data were received from the graduates relative to the adequacy and quality of their preparation as viewed from their perception as professionals on the job. Information was also received concerning the primary reasons for select- their graduate degree program and problems, if any, encountered while pursuing the graduate degree plan.

Problem Statement

The purpose of this study was to determine effective methods of evaluation for assessing the adequacy of preparation provided by Washburn University's graduate degree programs. The study included the graduates from the Summer of 1983 through the Spring of 1984.

Answers were sought to the following questions:

1. How adequate was the preparation received through Washburn University's graduate degree plans relative to KSDE objectives applicable to various programs?

2. What were the graduate students' perceptions relative to the overall quality of the graduate preparation received at Washburn Unviersity?

3. What rationale did graduate students express regarding their selction of a particular graduate level program?

4. What, if any, problems did Washburn University graduate students experience during the process of completing the respective graduate degree program?

Research Design

A review of the related research was conducted relative to the attempts previously applied by various teacher preparation programs in their endeavor to evaluate the effectiveness of such programs. Several models utilized at various institutions were analyzed concerning similarities and differences in philosopy and design.

Lists of graduates completing their respective Masters Degree were obtained from the official Registrar's copy. Included on the Registrar's copy were addresses for reaching each of the students. In order to help insure that the mailing address was current for each graduate, the Alumni's record of names and addresses of recent graduates was checked for accuracy. Thus, 26 graduates were identified for inclulsion in the study. Twelve had received their graduate degree in Administration, 10 in Reading, and 4 in Classroom Teaching/Curriculum and Instruction. The above list included the graduates from the Summer of 1983 through the Spring of 1984.

All graduates were asked by letter to repond to the anonymous questionnaire designed to secure data regarding the primary reasons for selecting their graduate degree program, the major problems encountered while pursuing the graduate degree, and the adequacy and quality of their preparation as viewed from their perception as professionals on the job. However, 1 graduate was unable to be located, Therefore, 25 graduates had the opportunity to respond to the questionnaire. Thus, establishing a 40 percent rate of response.

This study was conducted during the latter part of a transition which

included a new administration and additional new faculty members. Therefore, some changes were in the process of taking place with the programs involved in this study, and further attention was being given to the new graduate programs recently added which provided M.Ed. degrees in Learning Disabilities and Emotional Disturbance. Since these programs were still in their beginning stage, there were no graduates to include with the sample of this study. Therefore, a new study is forthcoming relative to the effectiveness and adequacy of the current status of all graduate programs.

Dear Graduate:

Under the direction of the Department of Education, I am conducting a follow-up study of Master of Education degree recipients from Washburn University.

Please take a few minutes to assist us in maintaining and improving the quality of Washburn University's Master of Education degree programs. It will be greately appreciated if you will fill out items of the enclosed questionnaire that apply to your program, for we feel that you are the expert which can assist us best in a real evaluation of the program. We are concerned that the programs are constantly improved to more adequately meet the needs of the students.

Thank you for your time, assistance, and cooperation.

Sincerely,

Reed L. Stolworthy
Associate Professor of Education

David Nelson, Chair
Department of Education and
Home Economics

RLS/mdd

GRADUATE PROGRAM EVALUATION

WASHBURN UNIVERSITY

As part of an effort to appraise the effectiveness of our graduate education programs, we are soliciting reactions from our graduates related to aspects of these programs. You have been selected as a representative of your graduating class for this survey. Your name is not requested so that all information will be completely confidential. Your openess and accuracy in completing this survey is greatly appreciated.

The faculty of the Department of Education wish to thank you for your cooperation.

DIRECTIONS: Please check the appropriate description relative to your situation.

PART I. GENERAL INFORMATION (ALL MAJORS)

A. Degree program completed

Educational Administration_____
Reading_____
Teaching_____

B. Please indicate when you completed your degree program_____19____.

C. Check the primary reason for selecting this particular graduate program.

_____1. Relevance to present (or future) occupational needs
_____2. Reputation of program
_____3. Interest in study with a specific professor
_____4. Geographic access to Washburn University
_____5. Cost Factors
_____6. Other, Specify:

_____

_____

D. Assuming you had a least a few minor problems in completing your program, please identify those that were most difficult for you. (Place one check in each column.)

Most Significant Problem	Second Most Significant Problem		
_____	_____	a.	Difficulty of degree program (e.g., courses exams, thesis, etc.)
_____	_____	b.	Poor scheduling of needed classes
_____	_____	c.	Finding sufficient funds to support graduate study (e.g.,job loans, etc.).
_____	_____	d.	Administrative requirements (e.g. filing required forms, getting waivers and exceptions approved, etc.).
_____	_____	e.	Other, specify:_____

_____

_____

EDUCATIONAL ADMINISTRATION DEGREE PLAN

Please indicate the adequacy of preparation in the following areas of your graduate education program at Washburn University. Use the following scale:

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

Adequacy of Preparation in developing an understanding concerning:

____1. Administrative Responsibilities in the Areas of Organization, Supervision, and Management.
____2. Successful Techniques for Effective Decision Making.
____3. School Law.
____4. Programs for Developing Successful Positive Relations Between School and Community.

Adequacy of Preparation in Developing Skills In:

____5. Improving Instruction.
____6. Dealing with Personnel Problems.
____7. Effective Business Practices in School Administration.
____8. Decision Making Concerning School Finance.
____9. Research Techniques.

Listed below are possible strengths and weaknesses of a graduate education program. Indicate on the survey form those items you feel would apply to Washburn University's Program. Please respond to each item. Use the following scale:

A. Strength of Program
B. Acceptable in This Area
C. Weakness of Program

____10. Quality of Instruction
____11. Provisions for Advisement
____12. Thesis Requirements
____13. Student-Faculty Relationships
____14. Theoretical Foundations
____15. Acquaintance with the Various Roles of School Personnel

Using the five-point scale listed below, please rate the overall quality of the graduate preparation received at Washburn University (Circle One)

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLACE IT IN THE STAMPED, SELF-ADDRESSED ENVELOPE AND RETURN IMMEDIATELY.

CLASSROOM TEACHING/
CURRICULUM AND INSTRUCTION DEGREE PLAN

Please indicate the adequacy of preparation in the following areas of your graduate Education Program at Washburn University. Use the following scale:

A. Exceedingly Adequate **C. Adequate** **E. Very Inadequate**
B. Very Adequate **D. Inadequate**

Adequacy of Preparation in developing an understanding concerning:

____1. An Overview of the School Curriculum.
____2. The Patterns of School Organization
____3. Instructional Elements of the Curricular Programs.
____4. Educational Changes in School Curriculum.
____5. The Administration and Supervision of Educational Programs.

Adequacy of Preparation in Developing Skills In:

____6. Curricular Innovations.
____7. Instructional Evaluation
____8. Analyzing Issues RElated to American Education.
____9. Research Techniques.

Listed below are possible strengths and weaknesses of a graduate Education Program. Indicate on the survey form those items you feel would apply to Washburn University's Program. Please respond to each item. Use the following scale:

A. Strength of Program
B. Acceptable in This Area
C. Weakness of Program

____10. Quality of Instruction
____11. Provisions for Advisement
____12. Thesis Requirement
____13. Student-FAculty Relationships
____14. Theoretical Foundations
____15. Acquaintance with the Various Roles of School Personnel
____16. Cognate Courses in RElated Academic Disciplines Offered Outside the Department of Education

Using the Five-Point scale listed below, please rate the overall quality of the Graduate preparation received at Washburn University. (Circle One)

A. Exceedingly Adequate **C. Adequate** **E. Very Inadequate**
B. Very Adequate **D. Inadequate**

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLEASE PLACE IT IN THE STAMPED, SELF-ADDRESSED ENVELOPE AND RETURN IMMEDIATELY.

READING DEGREE PLAN

Please indicate the adequacy of preparation in the following areas of your graduate education program at Washburn University. Use the following scale:

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

Adequacy of Preparation in developing an Understanding concerning:

___1. The Nature of Reading Process.
___2. The Issues and Trends in Reading Education.
___3. The Relationship of Reading Skills to VArious Academic Disciplines.
___4. Effective Comprehension Strategies.

Adequacy of Preparation in Developing Skills in:

___5. The Effective Teaching of Reading.
___6. The Diagnosis of Reading Problems.
___7. The Remediation of Reading Problems.
___8. Measurement and Evaluation Methods.
___9. The Planning of Reading Programs.
__10. Research Techniques.

Listed below are possible strengths and weaknesses of a graduate education program. Indicate on the survey form those items you feel would apply to Washburn University's Program. Please respond to each item. Use the Following scale:

A. Strength of Program
B. Acceptable in This Area
C. Weakness of Program

___11. Quality of Instruction
___12. Provisions for Advisement
___13. Practicum Experiences
___14. Student-Faculty Relationships
___15. Theoretical Foundations
___16. Acquaintance with the VArious Roles of SChool Personnel

Use the five-point scale listed below, please rate the overall quality of the graduate preparation received at Washburn University (Circle One).

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLEASE PLACE IT IN THE STAMPED, SELF-ADDRESSED ENVELOPE AND RETURN IMMEDIATELY.

WASHBURN UNIVERSITY OF TOPEKA
Department of Education and Home Economics
Topeka, Kansas 66621
Phone 913-295-6427

Dear Graduate:

In the event that you have already responded to the follow-up questionnaire previously sent to you, please disregard this reminder, and thank you for your cooperation.

If you have not returned the questionnaire, we know that you may have meant to respond but several factors have undoubtedly distracted your attention.

We are pleased that many have responded to this study and we sincerely appreciate this help.

Sincerely,

Reed L. Stolworthy
Associate Professor of Education

David E. Nelson
Chairman, Department of Education